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ABSTRACT

The report contains of collection of career education activities representative of those initiated by teachers of the Penasco and St. Anthony's Schools (Penasco, New Mexico) during the first semester of implementation (second semester, 1974) of an integrated program for grades K-12. Each activity was recorded by the program coordinator following classroom visitations. The grade level, subject area, and a brief description of the lesson, followed by an evaluative statement of the outcome, are provided. Some of the activity reports include unedited student writings or responses. The activities are arranged according to grade levels: kindergarten, primary, intermediate, junior high, and senior high. A broad variety of activities were used at the various levels, including role playing, discussion, and field trips. Self-awareness, music appreciation, career awareness, and career exploration were among the career education concepts stressed in classroom activities. Some of the activities were teacher-developed, and others utilized commercially prepared materials. (MS)

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A Partial Collection of Observed Activities fulfilling Career Education in the Penasco Schools

BEST COPY AVAILABLE

First Edition

May, 1974

CE005391

DEDICATED

To the Teachers and students who fulfilled the activities in this partial collection. The sole purpose of the Career Education Project is to assist them in the fulfillment of education toward the career of life.

The PENCEP staff regrets that time did not allow the writing of all activities observed. It is also recognized that a number of classes conducted activities which were not brought to the attention of the teacher coordinator until after their successful completion. These further activities will be written and included in the next edition.

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CAREER EDUCATION

INTEGRATED CLASSROOM ACTIVITIES

A Longitudinal Development Process

Written By

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as part of

PENCEP

PENASCO CAREERS EDUCATION PROCESS

Career Implementation Program for a Small Rural School: Penasco, New Mexico

Conducted in

Penasco Independent School District #4
P. O. Box 318
Penasco, New Mexico 87553

Felix L. Duran

Superintendent

Paul Shelford, Jr.

Project Coordinator

Project No. V361139
Grant No. OEG-0-73-5302

A Career Implementation Program for a Small Rural School: Penasco, New Mexico

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Bureau of Adult, Vocational, and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare. Grantee undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Roger Labodda
Director, Program Development Unit
New Mexico State Department of Education
Vocational Education Division
Santa Fe, New Mexico 87501

INTRODUCTION

The activities presented in this first edition are representative of those initiated by teachers of the Penasco and St. Anthony's Schools. The first semester of the 1973-74 school year was spent in teacher orientation workshops and in-service planning toward a progressive articulation of career education. The integrated classroom activities presented were developed during the first semester of implementation (second semester of the school year).

As a three-year exemplary project, the current collection of activities are among the first observed and recorded. Throughout the ongoing development of the longitudinal process, it is projected that many more implementive activities from all teachers will be recorded and published as amplifications to this collection. Those who receive this first edition will receive follow-up packages, numbered in sequence from each of the five sections. Each of the additions can thereby be added directly to the back of the existing section.

The activities were written by the PENCEP Teacher Coordinator, Angelina Romero Sullivan, following her classroom visitations. The student writings are presented verbatim, without editing. The materials were typed and compiled by Estefanita Gurule, Project Media Center Specialist, with the assistance of other project staff members as their time permitted: Reyna Dominguez, Project Secretary; Ida Martinez, Student Guidance Evaluator; and Helen Montoya, Work Study Assistant to Moises Mondragon, Project Placement Officer. Appreciation is expressed to the members of Gilbert Garduno's Office Education Classes for their preparation of stencils and operation of the mimeograph machine.

As in all exemplary projects, ultimate appreciation is expressed to the teachers and students who fulfilled these activites. The sole purpose of the project is to assist them in the fulfillment of education toward the career of life.

Paul Shelford, Jr.
Project Coordinator

PENCEP
CAREER EDUCATION
3-14-1974

CLASSROOM VISITATION

Miss Rivera-Kindergarten, Career Education, Time 11:55-12:30

TOPIC: Role Playing Activities

LESSON CAPSULE: Taos Pueblo, Art Galleries, Hardware Store (Field Trip)

The children took a field trip to Taos to see the Taos Pueblo, some art galleries and a hardware store. After the field trip the teacher and kindergarten children presented role playing activities.

PRE-PLANNING

In the classroom the children were sitting on the floor making plans to take a field trip to the Taos Pueblo. First, the children listened while Miss Rivera used the play telephone in her classroom to call the Superintendent Office. Second, Miss Rivera asked to speak to Mr. Lopez and they scheduled the field trip. Third, the teacher asked for a volunteer to play the part of the bus driver-one of the boys, Dale Medina volunteered to drive the bus, and the teacher and children got in a straight line and made believe they were going on their way to Taos.

First Activity: Taos Pueblo

..... Bus Driver Destination-Taos Pueblo

The children sat down in the hall and saw the Taos Pueblo through their eyes as they had perceived it. On

the wall were water colors of the Taos Pueblo the children had painted.

Second Activity: Art Galleries

.... Bus Driver Destination-Art Galleries

The children walked back into the classroom and pretended the room was an art gallery like the one they had seen at Taos.

The children were divided into three groups; (1) Painter (2) Pottery Makers, and (3) Rug Weavers.

Painters: A tour was taken to the art gallery where paintings were displayed. The children looked at paintings which they, themselves had painted. Each painting (water color) had the name of the artist (child) and the price.

Miss Rivera loaned the artists paintings to the Penasco Career Education Center where they were displayed from March 18 to 29.

Pottery: The second tour was displayed. The children discussed with the teacher the sizes of the pottery, color, and how much it cost to buy, etc. Each of the pots had a different design on the earthen background. (Pottery was painted on paper then cut out.)

Pottery on display at the Penasco Career Education Center from March 18 to 29.

Rug Weavers: The third tour was the display of woven rugs. The art work consisted of different stripe of paper interwoven to form a design. The rug weavers (children) talked about the different colors of yarn and dyes.

Rug Weavers display at the Penasco Career Education Center from March 18 to 29.

Third Activity: Hardware Store

..... Bus Driver Destination-Hardware Store

What did the children see?

1. lumber
2. nails
3. hammers
4. pipes
5. paint
6. rulers, etc.

For what occupations are the materials used?

1. Carpenters
2. Plumbers
3. House Painters
4. Construction, etc.

Fourth Activity: Ten Little Indians (Bilingual) (song)

Song: One little, two little, three little Indians,
four little, five little, six little Indians,
seven little, eight little, nine little Indians,
ten little Indian boys.

Kindergarten - 1b

Ten Little Indians: Song in Spanish

Uno, dos, tres Inditos,
cuatro, cinco, seis Inditos
siete, ocho, nueve Inditos,
diez Inditos son.

OBSERVATION: The Kindergarten children enjoyed taking a Field Trip to Taos. They got a chance to see many types of work, and explore the occupation themselves by participating in the follow-up activities.

PENCEP
CAREER EDUCATION
3-12-1974

CLASSROOM VISITATION: Teacher Coordinator-Angelina Romero

Mrs. Gloria Gonzales - 12:05-12:25, Kindergarten

Assisted with Role Playing Activities

Florence Velarde - Teacher-Aide

Anna Martinez - Teacher-Aide

TOPIC: Role Playing Activities

LESSON CAPSULE: The Three Little Pigs;

The Three Bears;

Little Red Riding Hood;

First Activity: The Three Little Pigs

Characters

Mother Pig----------Theresa Romero

Three Little Pigs----------Arthur Vigil

Steven Rodarte

Norman Rodriguez

Wolf----------Mark Torres

(Occupations)

Brick Man----------Harold Lopez

Straw Man----------Frankie Rodarte

Lumber Man----------Louie Tafoya

Second Activity: Three Bears

Father Bear----------Carlos Lopez

Mother Bear----------Dee Dee Pacheco

Baby Bear----------Harold Lopez

Goldilocks----------Jaylene Montoya

Third Activity: Little Red Riding Hood

Characters

Little Red Riding Hood----------Lee Ann Casados

Mother----------Geraldine Romero

Grandmother----------Edwina Lopez

Wolf----------Jimmy Martinez

Wood Cutter----------Loui Tafoya

OBSERVATION: The Role Playing Activities focus around the following:

1. Psychomotor Domain - Comprising learning by activities.
2. A child uses others to learn more about who he is himself.
3. A child explores human experiences in work and play.

Also: The Role Playing Activities Accentuated the following Areas:

a. observation skills

b. sense of humor

c. independence

d. personal involvement

PENCEP
CAREER EDUCATION
4-16-1974

CLASSROOM VISITATION: Teacher Coordinator-Angelina Romero

Mrs. Gloria Gonzales - 12:05-12:25, Kindergarten

TOPIC: Map of the Community

LESSON CAPSULE:

Mrs. Gloria Gonzales wrote the names on the chalk board of the surrounding communities where the children live. Each gave the name of the community where he/she lives.

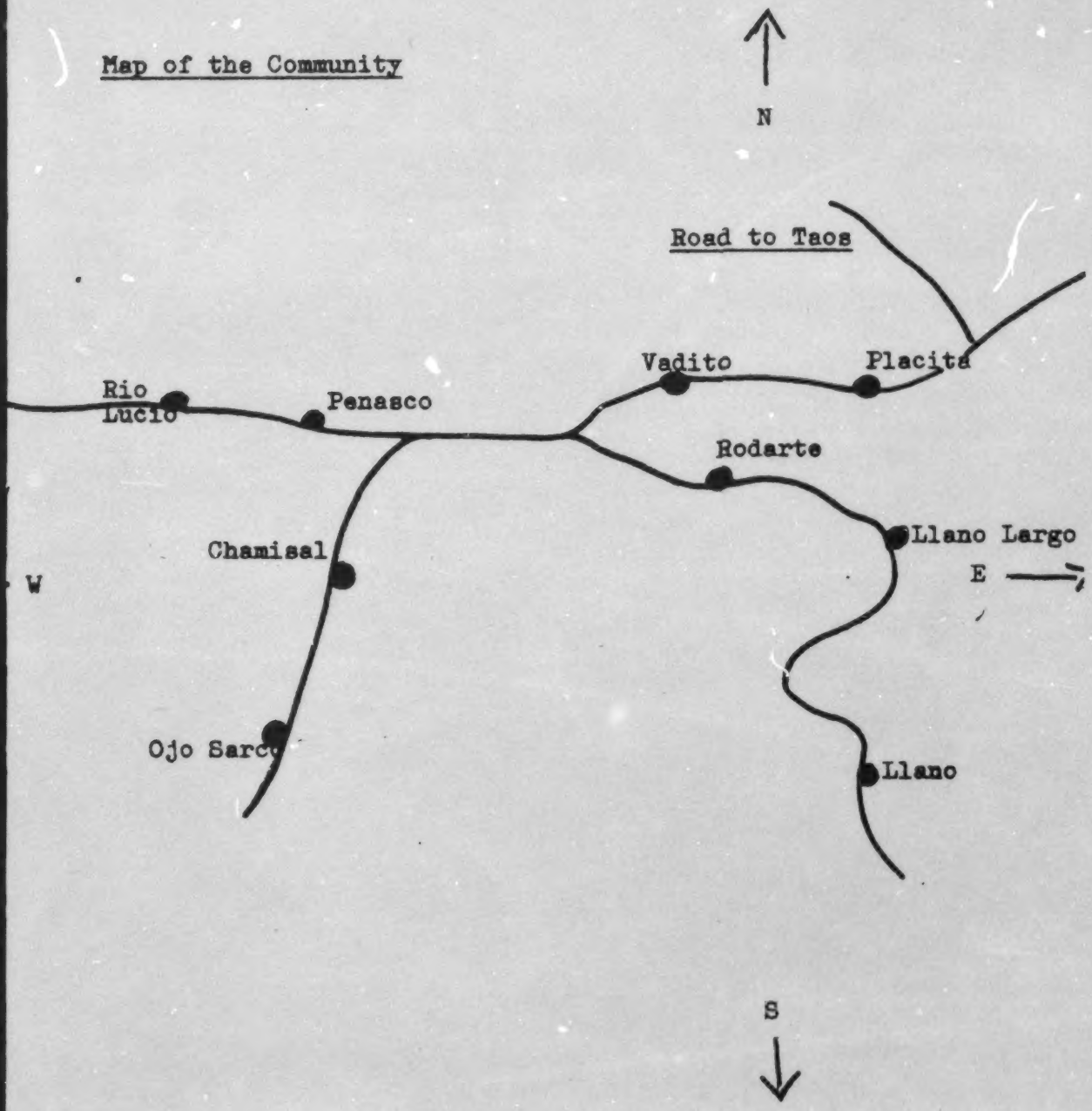
Penasco	Vadito	Chamisal
Theresa	Jaylene	Lee Ann
Edwina	Anita	
Louie	Dee Dee	
Carlos		
Eddie		
Frankie		

Placita	Llano	Llano Largo
Geraldine	Ronnie	Jimmy
		Alexandra

Ojo Sarco	Rodarte	Rio Lucio
Eloy	Mark	Herold
	Steven	Norman
	Arthur	

Kindergarten - 3

Map of the Community



The children were asked to point to the town on the map where they live.

Next a question and answer session followed:

Kindergarten - 3a

Question (Teacher) 1. Where do most of the children live?

Answer (Children) Penasco

Question (Teacher) 2. How many children live in the different communities? Count.

Answer (Children)

Penasco	- 6	Llano Largo	- 2
Vadito	- 3	Ojo Sarco	- 1
Placita	- 1	Rodarte	- 3
Llano	- 1	Rio Lucio	- 2

Question (Teacher) 3. What is the name of a picture that shows where you live?

Answer (Children) A map.

Question (Teacher) 4. What do the black lines on the map represent?

Answer (Children) Roads.

Question (Teacher) 5. Can some of you tell me the color of your home?

Answer (Children) Blue, red, white, brown, yellow, etc.

Question (Teacher) 6. How many of you live in trailers?

Answer (Children) Seven.

Question (Teacher) 7. What are your houses made of?

Answer (Children) Brick, wood, adobe, cement, etc.

OBSERVATION: Element - Outcome

Achieve an increased awareness of "self" by developing an understanding of interests, aptitudes and responsibilities to self and others.

The children showed great interest in learning about the different locations of all the communities in the map. Every child knew where everyone of his peers live.

They have learned to count and have learned to recognize different colors.

Kindergarten - 3c

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CAREER EDUCATION
2-13-74

CLASSROOM VISITATION: Teacher Coordinator-Angelina Romero

Mrs. Carmen Fresquez - 9:15-10:00 Bilingual, 2nd Grade

TOPIC: Self-Awareness Activities

LESSON CAPSULE: The Family, Post Office, Map of Community, Mi Hermano Y Yo

First Activity: The Family

Mrs. Fresquez has the children draw pictures of Self-Awareness which included:

1. Self
2. Parents
3. Sibling
4. Grandparents

In the activities the person was doing some type of task.

1. Chopping wood
2. Cleaning House
3. Forestry, Secretary, etc.

Mrs. Fresquez has the drawings on the wall for all the children to observe.

Second Activity: Post Office

The children made their own valentines and envelopes. Envelopes were addressed to:

1. Taos (Zip Codes included)
2. Questa
3. Raton

Primary - 1

4. Santa Fe

5. Red River

6. Penasco

The names of each town was printed on the outside of a white plastic bag. All the valentines were placed in a Valentine Box and the teacher called out names of the towns (6). The children held one mail bag (white plastic bag with name of town) and put the mail into the mailbag.

After the activity the children returned the valentines back into the box and sat down for a discussion.

Discussion Questions:

1. What is the purpose of the zip code?
2. Where are these towns located: Taos, Questa, Raton, Santa Fe, Red River and Penasco.
3. What did they learn from the activity: The job of a postman, etc.

Definitions Learned:	Locations Learned
postman	Taos
post office	Questa
mail bag	Raton
zip code	Santa Fe
	Red River
	Penasco

Third Activity: Map of Community

Mrs. Fresquez has a large piece of butcher paper attached to the board about 5 by 4 feet. The children drew a map of the

surrounding communities including Penasco. Each of the children drew a picture of their own home on the map.

By this activity the children have learned to draw a map of the area, they have learned the names of different communities, they have learned where their peers homes are located, and most of all they enjoyed the activity and it was fun.

Fourth Activity: Mi Hermano Y Yo

The children read a story from a book called "Lets Speak Spanish", by Condrad J. Schinett. The name of the story was "Mi Hermano Y Yo".

Mrs. Fresquez picked different children from the group to read a paragraph. When each student turn came up to read, he tried his best and if he needed help, his peers assisted. I enjoyed listening to the children read in Spanish and they all did a beautiful job.

OBSERVATION: The Family - Students begin to synthesize (understand their knowledge of self-image and family environments to meet personal work and play needs.

Post Office - Students begin to recognize and identify the major work environments in the World of Work.

Map of Community - Students begin to recognize and identify the purpose of their community and other communities.

Mi Hermano Y Yo - Student demonstrate increased interest and achievement in the Bilingual Educational Program emphasizing communication and basic skills.

Primary - 1b

PENCEP
CAREER EDUCATION
3-7-1974

CLASSROOM VISITATION: Teacher Coordinator-Angelina Romero
Sister Jean Karen, Music and Skills, Grade 1

TOPIC: Music Appreciation

LESSON CAPSULE:

First Activity: Button, Button (song)

Down goes (name of student)
Down goes he or she
~~His~~ He's got the button, ~~his~~ he's got the key
Who's got the button? Who's got the key?
I have the button, I have the key.

The students put their heads down and close their eyes. All the students cup their hands and sing the song. One of the students goes around the room and places the button and key into two of the students hands. The students that have the button and key say "I have the button, I have the key."

The students open their eyes and guess who's got the button and key. The one who guesses correctly takes his turn at passing the button and key.

Second Activity: Dan Has Seven Sons (song)

Dan has seven sons - seven sons
And seven sons had Dan
And all the sons were happy and glad

And they all did as dad

Do this, do this, do this, do this.

Each of the students take a turn at doing some type of exercise in front of the class. The whole class sings the song and does the exercises.

OBSERVATION: Students become aware of their self-image through human activity.

Students begin to recognize their own self-characteristics.

Students adjust their behavior to achieve a successful work or play relationship with other students. (social interaction).

PENCEP
CAREER EDUCATION
3-7-1974

CLASSROOM VISITATION: Teacher Coordinator-Angelina Romero

Sister Emilia - 1:30-2:00, Social Studies and Science 2.

TOPIC: DUSO Kit

LESSON CAPSULE: Sister Emilia reads a story from the DUSO Kit to the students. The name of the story is Blooper, and its about pirates. The main emphasis of the story is to show the students, "How everyone can work together to be a group." Before reading the story, the students make associations with words from the story.

List of Words	Associations (students responses)
1. Group.....	A group of students; a basketball team, a band in a group; boyscout group.
2. Work together	To make a puzzle; to get more accomplished; work together at a gas station.
3. Captain	Army; cowboy; Navy; Captain Kangaroo; Dusty's Trail (TV.)
4. Leader	Cheerleader; follow-the-leader; leader of a band; Sister Emilia is a leader.
5. Crew	Newspaper crew; sweeping crew; crew of boy-scouts.
6. Popping	The popcorn was popping; chickens were popping by the eggs.

7. Pirates ..... Steal treasures; live in ships

8. Shallow ..... Tubes floats.

OBSERVATION: By reading the story the students learn that every-one can work together to be a group. The students learn to associate the words in the story to different meanings. The students improve their learning skills and also their listening vocabulary. The students learn to work together as a group. The students mentioned that working together gets the job done faster. The students mentioned many different types of occupations.

PENCEP
CAREER EDUCATION
3-7-1974

CLASSROOM VISITATION: Teacher Coordinator-Angelina Romero

Mrs. Kate Garduno - 3rd & 4th Grades, 1:00-1:30

(First Grade in Spanish)

TOPIC: Bilingual Education

LESSON CAPSULE: The students pronounce words written on the chalk board and each student takes a turn at making a sentence with each word.

List of Words (Phonics)

mi	la	mia	duermo
ti	va	tia	duermete
si	da	pia	duermes
ni			duerman
di			
vi			

The children read out loud from a book called, "Aprendemos a Leer."

En Casa pp. 7-12 ..... Self Awareness

Vamos a Gozar, pp. 14-18 ..... Attitudes & Appreciation

El Avion, pp. 20-23 ..... Career Awareness & Transporation Cluster

La, la, la Muñeca, (song) p. 24 Self Awareness

OSERVATION: Educational Awareness

The students recognized the significance of language computational and reasoning development and the mastery of content knowledge as a means of achieving career goals.

PENCEP
CAREER EDUCATION
3-12-1974

CLASSROOM VISITATION: Teacher Coordinator-Angelina Romero

Mrs. Joyce Fidel, 3rd Period, 2nd Grade

TOPIC: Occupational Awareness in Role Playing Activity

LESSON CAPSULE: San Serni (song)

The students role played the activities in the Spanish song called, "San Sereni." Each of the student brought their own tools from home. The students participated by singing the song and acting the duties performed in the occupations.

First Activity: San Serni

San Serni, de la buena, buena vida,
Hacen asi, asi, los (name occupation).
Asi, asi, asi, asi me gusta a me.

Occupation	Name of Student	Work Tool
Los Zapateros	Roger Sandoval	hammer & shoe
Los Carpenteros ...	Maximo Gurule	saw, file, hammer
	Henry Pacheco	
Los Panaderos	Ricky Martinez	rolling pin
	Ralph Gallegos	
Las Lavanderas	Grace Duran	buckets
	Sharon Dominguez	
Las Planchadoras ..	Nancy Leyba	irons
	Matilda Fresquez	
	Florence Fernandez	

Las Costureras	Betsy Sanchez	thread & needle
	Renetta Roybal	
Las Tortilleras ...	Rose Lopez	tortillas & rolling
	Donna Sanchez	pin
	Christine Rodriguez	

Second Activity: The Policeman

Mrs. Joyce Fidel invited a policeman to speak to her class. The class wrote a story about the duties of a policeman. After composing the story the students had an art activity, some of the students drew policeman, others drew policemomen.

The students wrote the following story:

POLICEMAN
(Student Report)

A policeman came to our room. He said he was our friend. Policemen are community helpers. Policemen help boys, and girls, mothers, fathers and all the people.

Policemen help with the traffic. They help us to be safe. We like the policeman.

Third Activity: Measure Activity

Each of the students were measured for weight and height. Charts were made, and students got a chance to compare and contrast their weight and height measurements with other students of the class.

What was learned from the measurement activity?

The student realized his "own" individuality.

(Self Awareness)

Fourth Activity: Looking Glass

The students look at themselves in the mirror. The students have a discussion about, how each member of the class looks. Each of the students repeats the following rhyme:

"In the mirror I can see
Lots of things but mostly me."

(Self Awareness)

Fifth Activity: Hands and Feet

The students draw their right hand and foot, than left hand and foot. Afterwards a discussion is carried on about themselves, their likeness and differences.

(Self Awareness)

OBSERVATION: Career Awareness - Understand the World of Work and its impact on self and society.

Self Awareness - Achieve an increased awareness of "self" by developing an understanding of interest, aptitudes and responsibility to self and others.

PENCEP
CAREER EDUCATION
3-15-1974

CLASSROOM VISITATION: Teacher Coordinator-Angelina Romero

Sister Jean Karen - Music and Skills, 1st Grade

TOPIC: Appriciation of Music

LESSON CAPSULE: A Sound Machine, Familiar Sounds, Hickory Dickory

First Activity: A Sound Machine (record)

Inroduction Leading up to Activity - The children were asked to name different types of machines:

Student Responses: (1) Record Player
(2) Duplicating Machine
(3) Typewriter
(4) Tape Recorder
(5) Cash Register

What do Machines help us do?

Student Responses: (1) Machines help us to do jobs faster (typewriters, duplicating machine).
(2) Some machines are used to entertain (record player).
(3) Machines are used for communication (telephone).

A Sound Machine

The imaginary story starts when two children find a small box that begins to grow until the box gets as large as a house.

A small man opens the door and the children walk inside. Inside the cardboard house the children see knobs on the wall. The little man asks the children to pull the knobs and listen to the sounds they make.

Student Responses to Sounds:

(1) angry cat fighting
(2) baby crying
(3) baby laughing
(4) thunder
(5) circus
(6) car
(7) lion roar
(8) horse galloping
(9) bird
(10) wind
(11) typewriter
(12) dog barking

The children in Sister Jean Karen classroom participated in the activity by listening to and naming the sounds. The sounds help build the childrens auditory training.

Second Activity: Familiar Sounds (tape)

Three small photo cards with pictures of Career Education Self-Awareness materials are handed to each student. Everytime a particular sound is heard the student lifts the picture

and lets everyone see it.

After the activity the students discusses the sounds. Than the student make the sounds themselves.

The following sounds were heard and identified by the students:

vacuum cleaner	whistle	men talking
door bell	baby crying	clapping
car	flushing toilet	man laughing
typewriter	dog barking	cash register
telephone	kitten	motor cycle
bell	door	group singing
airplane	ignition	ducks
traffic	horse galloping	sheep
alarm clock	water running	birds
piano	electric razor	fire engine
hammering (men)	men humming	church bells
man with saw	lady talking	harmonica
dish breaking	cow	play ground
drum	train	band

Third Activity: Name song

Hickory, Dickory Bumble Bee
Can you sing your name to me?

The children sing the song and point at someone in the class. The child sings his name. The song continues until everyone has song his name. Singing the song will help each

child learn everyone's name.

OBSERVATION: Self Awareness - Achieve an increased awareness of "Self" by developing an understanding of interests, aptitudes and responsibilities to self and others.

Appreciations and Attitudes - Demonstrate an understanding and appreciation for value of work, continual learning, the arts, and leisure qualities of life in achieving social responsibility and self satisfaction.

PENCEP
CAREER EDUCATION
3-26-1974

CLASSROOM VISITATION: Teacher Coordinator-Angelina Romero

Mrs. Ruth Dominguez - 7th Period, 1st Grade

TOPIC: Here I Am (Self-Awareness, Stage One)

LESSON CAPSULE: Open - Ended Statements

The children will be asked to respond to several open-ended statements through oral discussion and by drawing pictures in their books.

Some of the open-ended statements are as follows:

1. This is the way I feel most of the time _____
2. I feel sad when _____
3. I feel happy when _____
4. Things I ~~here~~ hear (see, smell, taste, touch) _____
5. Something special I want you to know about me _____
6. Here is a problem that need to be solved _____

First Activity: This is what I look like _____

Mrs. Dominguez passes a mirror aroud the classroom. Each child takes a turn at looking at himself.

Discussion Questions:

1. What color of hair do you have?
2. Is your hair long or short?
3. How do you have your hair combed?

Primary - 7

4. What color of eyes do you have?

5. Does your clothes have any design?

6. Are you tall or short?

Second Activity: Art

The children paid close attention to the details they had talked about and drew themselves. Each child took a turn at showing his picture to the class.

OBSERVATION: The child begins to recogonize his own self-characteristics.

The child begins to recognize his own physical characteristic

The child begins to form his own self-image with information he knows about himself.

PENCEP
CAREER EDUCATION
3-7-1974

CLASSROOM VISITATION: Teacher Coordinator-Angelina Romero

Sister Cecelia - Religion, Intermediate, St. Anthony School

TOPIC: Appreciation of Music

LESSON CAPSULE: The students sang the following songs from a book called, "Making Music Your Own";

1. Hammer Man (Work Song), p. 24 .... Occupational Awareness
2. Who'll Dance With Mary, p. 124 ... Self Awareness
3. Come Lets Dance, p. 26 ..... Appreciation & Attitude
4. Wanderer's Song, p. 122 ..... Appreciation & Attitude

Some of the students took turns dancing with Sister Cecelia to the, "Wanderer's Song."

Beat: 1-2-3 skip, 1-2-3 skip, 1-2-3 skip, skip, skip

OBSERVATION: The students sang beautifully and enjoyed dancing. The students demonstrated and understanding an appreciation for the arts, and leisure qualities of life in achieving social responsibility and self satisfaction.

PENCER
CAREER EDUCATION
3-8-1974

CLASSROOM VISITATION: Teacher Coordinator-Angelina Romero

Mr. Abel Martinez-1st Period, Reading Class

TOPIC: SRA-Rate Builders

LESSON CAPSULE: The following rate builders were read out loud by individual studends.

1. Snowflakes
2. 4,000 Year Old Trees
3. Tree Climbing Frogs
4. Magnets
5. Caretakers of Big Clock
6. Mockingbird
7. Rocketship
8. Birds
9. Telemovies
10. Forest Fires
11. Spider Webs

The students were reading silently to check for comprehension.

OBSERVATION: Student become aware that in accepting a task he or she also accepts certain responsibilities.

Intermediate - 2

PENCEP
CAREER EDUCATION
3-8-1974

CLASSROOM VISITATION: Teacher Coordinator-Angelina Romero

Mr. Victor Atencio, 2nd Period, Math-Level 4

TOPIC: Career Education

LESSON CAPSULE:

Self Awareness

What is the purpose of Career Education?

To make students aware that someday they will be the people running this country and that they must prepare themselves for the different jobs.

Occupational Awareness

What are some of the trends in Occupations?

1. People are working shorter hours.
2. Machines are doing more work.
3. More pay being earned for less hours of work.
4. People need to prepare themselves for leisure activities.

Economic Awareness

What occupations require math? (Discussion-why is math important?)

1. Store Keeper
2. Electrician
3. Ditch-Digger
4. Sheep Herder
5. All Occupations, etc.

Educational Awareness & Decision Making

What do the students want to be when they finish school?

1. Nurses
2. Doctors
3. College Education

Intermediate - 3

OBSERVATION: The student established, although tentative, personal relevant goals.

PENCEP
CAREER EDUCATION
3-8-1974

CLASSROOM VISITATION: Teacher Coordinator-Angelina Romero

Mr. Juan Rodriguez-3rd Period, Art

TOPIC: Appreciation of Music

LESSON CAPSULE: The Virginia Reel

Girls danced the Virginia Reel

First: Builds listening skills - girls have to listen and know when to change partners.

Second: Following directions - In order for the dance to be a success the students have to follow directions correctly.

Third: Rhythm and Coordination - Helps build strong bodies through exercise.

OBSERVATION: The students demonstrate an understanding and appreciation for the arts, and leisure qualities of life in achieving social responsibility and self satisfaction.

PENCEP
CAREER EDUCATION
3-14-1974

CLASSROOM VISITATION: Teacher Coordinator-Angelina Romero

Mr. J. D. Sanchez - 4th Period, Social Studies

TOPIC: About Me

LESSON CAPSULE: I am Growing and Changing

This activity is to help provide the student with a concept of his own growth. Mr. Sanchez made a 72-inch wall chart to measure the students. Each student was measured within a quarter of an inch. Their height was recorded on the chalk board and afterwards transfered to their books. Measurements of height will be recorded again towards the end of the school year to see if there are changes in growth.

Height	Name of Student
4' 5"	Annabelle Sanchez
4' 5-3/8"	Anthony Valdez
4' 6-1/4"	Bobby Lopez
4' 4-5/8"	Clyde Romero
4' 9"	Cathy Medina
4' 8"	Donavan Lieurance
4' 4-7/8"	Frances Romero
4' 9-1/2"	Franklin Vasquez
4' 7"	Gloria Lucero
4' 4-1/2"	Henrietta Lopez

4' 8-5/8"..... Jimmy Vigil

4' 4-3/8"..... Janice Graves

4' 4-7/8"..... Louisa Brito

4' 3-3/8"..... Marcella Romero

4' 4-1/4"..... Michelle Gurule

4' 6-1/2"..... Phillis Gonzales

4' 7-1/8"..... Sarah Archuleta

4' 8-1/4"..... Terry Vasquez

OBSERVATION: Self Awareness - The students will understand, accept, and respect his own uniqueness as a result of learning, growth, and maturation.

PENCEP
CAREER EDUCATION
3-14-1974

CLASSROOM VISITATION: Teacher Coordinator-Angelina Romero

Mr. Josue Lopez - 6th Period, 5th Grade, Social Studies

TOPIC: Being Me, Stage Three - Involvement

LESSON CAPSULE: If someone ~~was~~ were to make the following comments how would you respond? (Self Awareness)

First Activity: Being Me

1. I wish you were friendlier.

Student Responses: (1) I would try to be friendlier (majority of answers)

2. You make me mad.

Student Responses: (1) Really, you don't make me happier.

(2) I would ask him why?

(3) It's my problem not yours.

3. No! You cannot come to my house.

Student Responses: (1) It would hurt my feelings.

(2) I would say he is not my friend any more

(3) Yes, you can come to my house.

4. Wow! You look terrific today.

Student Responses: (1) Thank you.

(2) You're putting me on.

(3) So do you.

(4) Don't lie.

5. You are not very good at Math are you?

Student Responses: (1) I would say you are right.

(2) I am not so good, but I am learning.

(3) I would try harder.

6. Boy! You sure are loud.

Student Responses: (1) Really! How good.

(2) Well, I can't help it.

(3) I would try to talk a little lower.

(4) I think I am loud sometimes.

7. I think you are wrong.

Student Responses: (1) No! Sir, I am right.

(2) I would not believe her.

(3) Correct me.

8. You speak very well.

Student Responses: (1) You haven't said that before.

(2) I would try to speak that way all the time.

(3) I can speak better.

9. You have so many friends.

Student Responses: (1) Do you want to be one of them.

(2) I would wonder why I have so many frien

(3) So what is the matter with having so ma friends.

(4) I'd feel that he is trying to say that he dosen't have any.

10. I am very jealous of you.

Student Responses:
(1) So can I.
(2) Sometimes I am jealous of somebody.
(3) I don't care.
(4) You don't have to be.

11. You must study every night.

Student Responses:
(1) I should never have.
(2) I would feel smarter.
(3) I don't study every night, I study every week.
(4) Yes, I know I should.

12. You have a funny personality.

Student Responses:
(1) Well, I don't try to.
(2) Ha, ha.
(3) Maybe everybody has a funny personality.
(4) Only a few like my personality.

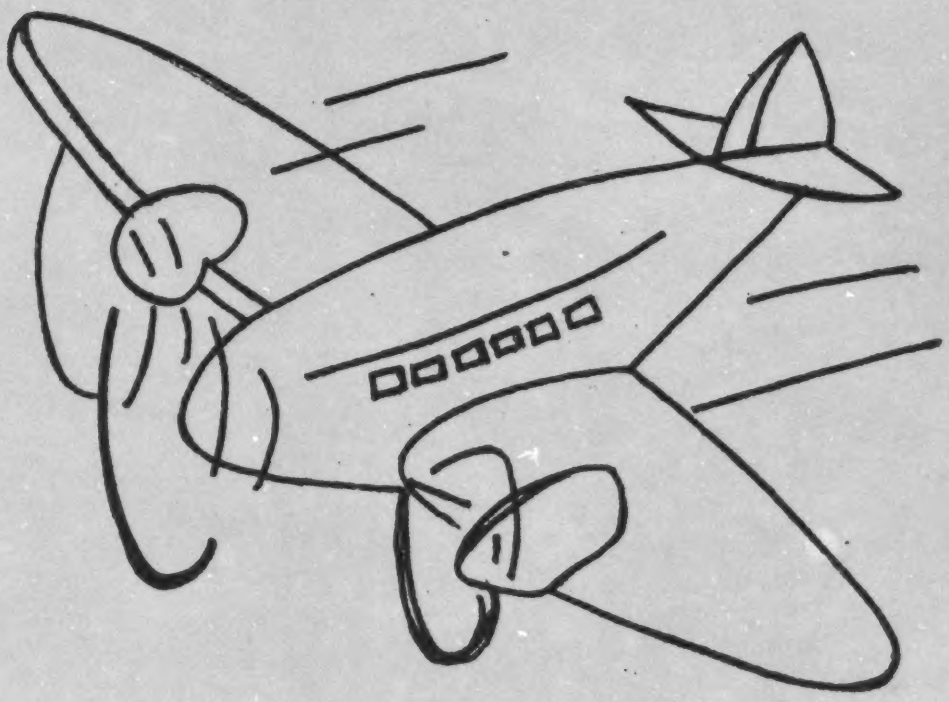
13. Come on-laugh.

Student Responses:
(1) I would be happy that I was invited.
(2) That's all right with me.
(3) I would laugh with them.
(4) No! Its not funny.

Second Activity: This Is The Way I Look Inside

By using personification the student applied her ingenuity and imagination to compose the following:

This Is The Way I Look Inside



I think I look like an airplane inside my body. I think I have a real big engine. My engine is my heart. My arms are the wings of the airplane. My feet are the wheels. My eyes are the windows, and my mouth is the tank where they put some gasoline.

Eva M. Sandoval

Age 11

5th Grade, Social Studies

OBSERVATION: The students increased awareness of "Self" by developing an understanding of interests, aptitudes and responsibilities to self and others.

PENCEP
CAREER EDUCATION
3-15-1974

CLASSROOM VISITATION: Teacher Coordinator-Angelina Romero

Sister Cecelia - 1:40-2:05, Art

LESSON CAPSULE: Feeling and Frustrations

Sister Cecelia passed out five puzzles, one to each group. The puzzles consisted of the following:

1. Football Players
2. Postman
3. Fireman
4. Teacher
5. Farmer

What were the feelings of the groups when the students found out that the puzzles had pieces missing?

FEELINGS

1. Excited
2. Nervous
3. Scared
4. Heart Beat Fast
5. Angry

How did the students react to the situation?

1. Several of the students in different groups started looking around the room for the missing pieces.
2. Some kept moving the pieces of puzzles around, hoping that if they were arranged different, the pieces would fit.

3. A few stood there just observing.

4. Most of the students smiled because they knew a trick had been played on them.

What was the outcome?

1. Discussion of different types of feelings.
2. Discussion of different occupations.

OBSERVATION: Students found out that when a person is not prepared for a situation/task he must suffer the consequences. They learned that some people react different to the same situation. Also, they found out that in order to accomplish a task one must be fully prepared.

PENCEP
CAREER EDUCATION

Josie Dominguez Career Goal Policewoman Date 4-12-74

Mr. Franklin Fernandez - Language Arts, 7th Grade

Student Report

When I'm on my own I would like to be a policewoman. I would like to be a policewoman so I could help people who are in need. I would also like to be a policewoman to catch murders for doing bad deeds.

To be a policewoman you don't need to go to college, but you need to go to the Police Academy. The classes that you need most in high school are P.E., Math, and English. Also if you want to be a policewoman you need to be about 5'8" and weight about 120 pounds. You also have to be very skillful with a gun if you want to be a policewoman. On this job you make about $650.00 a month and about $7,800.00 a year.

I first got the idea from my brother-in-law who is a policeman in Ely, Nevada. He told me that being a policewoman is a very good profession. He also told me that if I wanted to be a policewoman I'd have to go to a bigger town or city like Los Angeles, Albuquerque, or New York, because that is where most of the murders happen. And there is also more people to help in the bigger cities because there is more people.

PENCEP
CAREER EDUCATION

Beverly Arellano Career Goal Artist Date 4-12-74

Mr. Franklin Fernandez-Language Arts, 7th grade

Student Report

I want to be an artist when I grow up, because I enjoy drawing, and I think the pay will be good. I think I'll find many interesting things I would like to paint, maybe I'll paint President Nixon, or Henry Kissenger, but before I can paint them I have to take Art, Math and practice drawing. I still don't know if I will have to go to college or not. I am drawing little things now, like frogs, dolls or other things, but other things will get harder.

My Mom draws real good, and is teaching me how to draw better. If I can't be an artist when I grow up, then I would like to be a sculptor, which is almost like an artist. If not a sculptor then the only thing to do is to get married and have a small family. Maybe a family of three will do.

PENCEP
CAREER EDUCATION

Tina Chacon Career Goal Lawyer Date 4-11-74

Mr. Franklin Fernandez - Language Arts, 7th Grade

Student Report

After I graduate and have my high school diploma, I would like to go to the University of New Mexico in Albuquerque and study to be a lawyer. I have wanted to be a lawyer for quite a while and think I could be successful if I were to choose this career for myself. I know that in order to be a lawyer I have to go to college for four years and then after college I would have to attend law school. A lawyer is quite an expensive career to choose, and if you are not successful, you would be loosing a great deal of money. I have seen television shows about lawyers such as Owen Marshall, Perry Mason and others. I have seen how they work and I am quite interested in being a lawyer. A successful lawyer can earn as much as thirty six thousand dollars a year and sometimes even more, which is a very good salary. I think I would enjoy being a lawyer because I would be able to help people who would be in need of my services. There are many different types of law in which to choose from, but I am not sure which one I will want to choose right now. A lawyer is my first choice and I think that is the career I will make for myself. I have a cousin who is going to law school in Minnesota and she says that she enjoys it.

My second choice is a math teacher. I know that if I were to be a math teacher I would have to go to college.

My third choice is a history teacher. I enjoy learning about the first settlers who explored different parts of the world and settled them. I know I would also have to attend college to be a history teacher.

Junior High - 1b

PENCEP
CAREER EDUCATION

Debbie Archuleta Field Trip Fort Union Date 5-1-74
Mr. Gallegos - Social Studies, 7-1

Student Report

On the 1st of May 1974, Mr. Gallegos and some of the seventh grade students left for a trip to Fort Union.

On our way Mr. Gallegos explained some sites. He told us where an airplane had crashed, and where parts of the engine had later been found. He told us he had pieces of the engine as souvenirs. We also saw a rock which had the figure of a man's face. It was very amusing.

When we arrived at Fort Union we first entered the visitors center. There are stories told about the fort, and it also displays artifacts associated with it,

At the visitors center I observed things that belonged to the riflemen. It had silverware which was very old. I also saw a hammer and a rug made out of the skin of a beaver.

What interested me the most were the rifles, guns and the ammunition. Some of the bullets that were being displayed were big and very old. The rifles were quite long and old fashioned, but very amusing, and interesting. I also saw the way the Fort looked before it was what is now ruins.

After the class finished looking at the things that were in display, we went outside the center. There the guide talked to us about Fort Union, and the people that lived there. There he

demonstrated how the musket was used, three times. He also told us what the soldiers used for food while fighting. They had a potato, coffee, and hard tack.

Then he guided us through the ruins and the remains of the fort. He told us that a sort of ditch was found under the laundry room. They don't know what it was used for. But everybody has different ideas for what it was used for. Most of what were rooms had a fireplace. There we also looked at the flag pole. It was very high. They are only ruins but they look beautiful. He also showed us the jail house. It wasn't very comfortable in the jail. It was divided into sections. I went in one of the rooms to get a feeling of what it was like being in there. To me it was very displeasing. The rooms were so small. The guide told us that sometimes five or more men had to share one of the rooms or cells. He also told us the jail-house had two walls. One was around the jail, and the other one was on the out side. Later on we went back to the visiting center and had another discussion. The guide then gave us some hard tack to eat. It didn't taste very good, but I still liked it. They were small pieces he gave us. They are very hard.

The soldiers eat twelve of these a day with coffee.

Before leaving the guide gave Mr. Gallegos some phamphlets so he could give us later on.

On our way back I saw some lakes and other sites I had missed, on the way going to the fort.

I thought the Fort Union ruins were very impressive.

PENCEP
CAREER EDUCATION

Carol Gurule Field Trip Fort Union Date 5-1-74

Mr. Gallegos - Social Studies, 7-1

Student Report

On May first we went on a trip to Fort Union. It was a Career Education trip. We went with Mr. Gallegos. On the way Mr. Gallegos showed us a head of an ant made of rocks. It was at Tres Ritos. I have passed through there a lot of times but I hadn't seen it. We left about at 8:30 and got at Fort Union at 10:30. When we got there we went into the museum. In the museum we saw a lot of old things like spoons, forks, and marbles. The guns were fairly old too. We also saw suits of the men that were in the army. After we saw the museum a man took us to see the fort. We saw a little stand that shows us what place we are in. The stands have thin wire so that the birds won't destroy them. From there we went to the houses where the captains and colonels lived. Then we went to the jail house. The jail was very cold inside. From there we went to the outside of the museum. We ate some hard tack. Hard tack is like bread that the soldiers used to eat. Then we got on the bus and went to eat. After we finished eating we went to Mr. Gallegos house. Then we came home. We also saw Storrie Lake Park. It is very big. There is no mountains to the east of Fort Union.

Junior High - 2b

PENCEP
CAREER EDUCATION

Ida Velarde Field Trip Fort Union Date 5-1-74

Mr. Gallegos-Social Studies, 7-1

Student Report

First we started at 8:15 from here. Mr. Gallegos showed us places where land slides are. He told us the names of the places when we were passing by. Our first stop was at Fort Union. We went inside the visitors center and looked at all the things which had been found and many other things. After we came out of there we went outside to see the ruins, we saw the prison and the rest of the fort except the hospital. Then we came out of the fort to get hard tack and hot chocolate, hard tack is a hard bread which soldiers used to eat and was made without baking powder. From there we left to Las Vegas to eat, there were three different places where we could eat, Artic Circle, Pizza Hut and the Dairy Queen. After we ate we went to a museum, Rough Riders was the name of it. We saw a male Indian bone under a Horse Wagon, guns, traps, pictures and many antiques which were really nice to look at. From there we went to Mr. Gallegos house and waited for him. Then we went to Storrie Lake. Its a really nice place to visit. We stayed there half an hour or so and then we started back home. We made one last stop but we didn't get down only Mr. Gallegos got down at Mora at Mr. Fidels sister's store. Finally we got to our school at 4:15.

PENCEP
CAREER EDUCATION
1-1-1974

CLASSROOM VISITATION: Teacher Coordinator-Angelina Romero

Mr. Roger Martinez-3rd Period, English, 10th Grade

TOPIC: Speaker, Angelina Romero

LESSON CAPSULE: I spoke to Roger Martinez's class concerning the following topics.

1. Work Study
   A. Penasco Work Study
   B. College Work Study Program

2. Borrowing money for Education
   A. Grants
   B. Work Study
   C. Loans
   D. Scholarships
   E. Fellowships

3. Discussed Occupational Educational Kit
   A. Contents
   B. Student Media Center (How to find information)

4. Trends in Education & Occupations
5. The need for English in the School Curriculum
6. Penasco Career Education Program

High School 1

OBSERVATION: Mr. Roger Martinez has motivated his English Class Students to write Student Reports pertaining to the Penasco Work Study Program. Attached is an example of one report.

CAREER EDUCATION

This year the Penasco High School has a program where all juniors and seniors who want could get a job, after school and on Saturdays. That is a very good idea, almost everyone signed up for this program. The program is called the Career Education Program, it deals with trying to show the high school students the Wonderful World of Work, how to take orders, how to recieve money for what you do, and finally and most important to show students the responsibility of having a job.

I entered this program and got a job with the Forest Service, that was the kind of job that I wanted to learn about most. In the Forest Service I learned how to pack food for the fire fighters, also to use power tools, such as, power saws, drills and sanders, etc. They also show a person how to dress properly for the job you are about to do, such as using gloves, and an apron, and, gogles when you are drilling or grinding on the grinder.

Last Saturday they took us out to cut down some cottor wood trees that weren't good for anything. We each got a power saw, some gloves and started cutting, the ranger told us the proper way of using the saw and how to cut a tree properly. I know these things sound foolish but they will help us after graduating and going out to find a job, that is why I think this is a good program.

John Sanchez - 11th Grade

High School - 1a

PENCEP
CAREER EDUCATION
2-14-1974

CLASSROOM VISITATION: Teacher Coordinator—Angelina Romero

Mr. Alberto Miera - 6th Period, Health & First Aid

10th-12th Grades

TOPIC: Planned Parenthood

SPEAKERS: Cathy, Dona, Ramona

LESSON CAPSULE:

Speakers were invited to speak about Family Planning. The main office for Family Planning in this area is located in Taos under CAP (HEW). Dona and Ramona are Family Planning Specialists. They spoke about the necessity of Family Planning. Most schools in poverty areas will pay to train people. In order to qualify the person must have his GED or High SChool Diploma. Some universities are planning to offer Associated Degrees in Family Planning.

Topics which were discussed:

A. Family Planning Specialists

1. Working in connection with doctors, clinics, community and individual families.
2. Learning certain skills:
   a. Checking for breast cancer, venereal and congnital disease, blood tests, check-ups, etc.
3. Offering Assistance
   a. counseling
   b. guidance
   c. family planning, etc.

OBSERVATION: Teacher and students participated in asking questions. The students recognized the need to appreciate the skills, abilities, rights and responsibilities of others.

PENCEP
CAREER EDUCATION
2-25-1974

CLASSROOM VISITATION: Teacher Coordinator-Angelina Romero

Mr. Gilbert Garduno, 2nd Period, 10th, 11th & 12th Grades

Vocational Office II

TOPIC: Office Math and Money Management

LESSON CAPSULE: Interest and Credit

Mr. Garduno has been discussing the different types of interests and credit with his students.

First, the students learn the vocabulary which pertains to the field of money management.

Example:

a. interest-learning note
b. level payments
c. demand note
d. carring charges
e. collateral
f. interest
g. short-term loan
h. commercial year
i. discounting a note
j. maturity

Second, the students have to state the correct formula for interest for one year, for more than one year, and for less than one year.

Third, students learn to compute math problems.

Example:

(1) $425.00 @ 8-1/2% for 30 days

(2) $1,700.00 @ 7% for 3 years

(3) $375.00 @ 1% per month for 4 months

(4) $533.00 @ 6-3/4% for 1 year

OBSERVATION: Economic Awareness - Understand the World of Work and its impact on self and society.

Decision Making - Demonstrate the ability to make decisions related to career and self satisfaction.

CAREER EDUCATION
2-25-1974

CLASSROOM VISITATION: Teacher Coordinator- Angelina Romero

Mr. Tranquelino Martinez-3rd Period, Composition and Literature

11th Grade

TOPIC: Self Awareness

LESSON CAPSULE: "The Scarlet Letter: Analysis & Evaluation"

By Nathaniel Hawthorne

Introduction

"The Scarlet Letter", is a story about a woman named Hester Prynne who because of her sin in adultry, has been imprisioned for her crime and must wear the Scarlet Letter A.

Analysis and Evaluation focuses mainly in the following:

1. Character Portrayal
2. Thematic Development
3. Structure
4. Symbolism

OBSERVATION: What was the Career Education Emphasis:

1. Community life in the 1850.
   A.) Life Style
   B.) Clothing
2. Description of Puritan Society
3. Attitudes of community toward adultry
4. Religion

High School 4

5. Self Examination of Character

6. Changes brought about through Self Knowledge

The students learned about himself in relation to other cultures through understanding and experiencing roles.

PENCEP
CAREER EDUCATION
2-27-1974

CLASSROOM VISITATION: Teacher Coordinator-Angelina Romero

Mrs. Donna Garcia - 1st Period, Home Economics II, 11 & 12 Grades

TOPIC: Restaurant Business

LESSON CAPSULE: Role Playing Restaurant Occupation

The girls in Mrs. Garcia's Home Economics class are finding out about the restaurant business. Different jobs within the restaurant occupation are being experienced by the girls;

OCCUPATIONS:

1. Waitress - A girl or woman who waits on tables as in a hotel or restaurant.
2. Hostess - A girl or woman in charge of a public dining room who seats diners.
3. Salad Chef - A person who prepares green vegetables served with dressing.
4. Dessert Chef - A person who prepares a course of fruit, pastery, pudding, ice cream, or cheese served at the close of a meal.
5. Cook - One who prepares food for eating.
6. Manager - A person whose work or profession is management.
7. Cashier - One who collects and records payments.

The foods that the cooks have prepared are; (1) meat, (2) soup, (3) salad and (4) dessert.

High School 5

Example of desserts that the Dessert Chefs have prepared are: (dessert not to exceed $1.50)

Group 1..... Baked Alaska

Group 2..... Marmalade Dessert Pancake

Group 3..... Ice Cream - Cake Roll

QUESTION AND ANSWER SESSION

Question - What are some rules and regulations that have to be enforced while working in a restaurant?

Answer - We have to wear hair nets and aprons. (The girls weren't too pleased about the hair nets.)

Question - Have you enjoyed cooking the different foods?

Answer - Yes, especially when you cook something you have not tasted before and it comes out good.

Question - What type of soup did you prepare and what were the ingredients?

Answer - We cooked noodle soup, the ingredients are: noodles, chicken, pet milk and salt.

Question - What did you prepare for meat?

Answer - Stuffed Bell Peppers.

Question - What are the duties of a manager?

Answer - We buy groceries, manage the girls when they cook and conduct all the business for field trips, etc.

Question - How many of you girls would like to choose a career in the restaurant business?

Answer - 85% of the girls chose a career in the restaurant business.

High School 5a

Serious work and effort from the Home Economics girls and Mrs. Garcia has made the role playing activities in the restaurant business a success.

The faculty has been invited to the Sugar and Spice Restaurant

You are cordially invited

to attend

The Grant Opening of the

Sugar and Spice Restaurant

to be held

March 22, 1974, 12:36-1:18 P.M.

Penasco High School

Home Economics Department

Menu

Enchilada with or without egg

Spinach

Tossed salad

Sopapillas/honey

Cherry Pie, or Lemon Meringue Pie

Coffee/Punch

High School 5b

OBSERVATION: Element-Outcome

Self-Awareness - Achieve an increased awareness of "Self" by developing an understanding of interests, aptitudes and responsibilities to self and others.

Educational Awareness - Demonstrate increased interests and achievement in the educational program, emphasizing communications and basic skills.

Career Awareness and Economic Awareness - Understand the World of Work and its impact on self and society.

Beginning Competency and Employability Skills - Possess career entry level skills upon exiting from the formal educational progr

Decision Making - Demonstrate the ability to make decisions relat to career and self satisfaction.

PENCEP
CAREER EDUCATION
3-6-1974

CLASSROOM VISITATION: Teacher Coordinator- Angelina Romero

Mr. Donald Romero - 1st Period, Band

TOPIC: Music

LESSON CAPSULE:

Students in Mr. Romero's classes are learning to develop their hearing, learning to read and write music, and also to repair their own musical instruments. The main emphasis of the class is for students to use music to further their education.

These and other similar questions are being explored by the students.

What are the duties of a Musician?

Play one or more musical instrument, solo or in an orchestra, band or combo. Usually specialize in either classical or popular music. May teach, write and arrange music; sing, accompany soloist.

Where will Musicians find employment?

Orchestra, band, night clubs, theaters, schools, record companies. Some play at parties, receptions, dances, dinners.

What are some special qualifications?

Musical aptitude, love of music, perseverance, patience, ambition, willingness to work hard.

The students played the following song:

"Pomp and Circumstances"

Instruments: Tenor Sax, Flute, Alto Sax, E^b Mellophone, Drums, Clarinet, Trumpet

Each individual student demonstrated how his instrument sounded when playing different notes on a scale.

OBSERVATION: Concept to be learned - Preparation by developing proficiency in skills and knowledges including observation, data collection, problem solving and tool-task relationships in a selected career area.

PENCEP
CAREER EDUCATION
4-3-1974

CLASSROOM VISITATION: Teacher Coordinator-Angelina Romero

Mr. Elias Fidel - 1st Period, English, 9th Grade

TOPIC: Answering a Want Ad by Letter

LESSON CAPSULE: Mr. Fidel's Ninth Grade Classes are working on a book called, "Jobs in Your Future," this a book dealing with information about the the Whole World of Jobs. The students get basic facts about how to find, get, and keep a job. Students get a look at the feelings and attitudes of people who work.

When the student finish the book they'll be able to answer most of this questions:

1. What are your main job interests?
2. How much education do you need for the job you want?
3. How much difference does a high school diploam make?
4. What are the five main ways to find a job?
5. What 12 tips will help you in a job interview?
6. How should you answer a want ad?
7. Will you find a job that will keep you interested?
8. What are eight extra benefits to look for in a job?
9. Waht are the 10 tips that will help you keep a job?
10. What kind of worker will you be?

The students are working with the Want Ad section of the book, eight of the articles in this section are as follows;

1. Reading The Want Ads
2. When You Answer a Want Ad by Phone
3. In The Want Ads - Apply in Person
4. Answering a Want Ad by Letter
5. In The Want Ads - The Private Employment Agency
6. Can You Find a Job That Fits Their Interests?
7. What You Should Look For In a Job
8. How Much Do You Know?

Many different activities and discussions have branched out from the lessons. One activity in particular is called, Answering a Want Ad by Letter

The students have written letters in responses to Want Ads. Some of the jobs which the students are applying for are:

Ned Martinez----------Electric Technician

Paul Fernandez----------Television & Radio Repair Man

John W. Ortega----------Electronic Engineer

Darlene Ortega----------Secretary

Manuel Pacheco----------Construction

Cippy Duran----------Cashier

Although the students are not actually sending out their letter of application, they are getting ideas as to what type of information the letter should include, example: (1) Tell what job you are applying for and where you saw the ad; (2) Education that might be useful on the job; (3) job experience; (4) Reference; (5) Activities that might be useful on the job; (6) A request for a personal interview; (7) Your telephone number.

High School - 7a

Five letters written by the studenta are included here, they are: Bernice Olguin and Dolora Sanchez, nurse aide; Alfonso Valdez, cashier; Darlene Romero, secretary; Manuel Pacheco, brick layer.

P.O. Box 11
Penasco, New Mexico
April 2, 1974

Medical Center Hospital
304 Shipley Street
Los Alamos, New Mexico 83022

Gentlemen:

I am writting to you to apply for a job as a Nurse Aide, that you advertised in yesterday's New Mexican. Here are my qualifications:

I am 19 years old, and I have completed a three week course at St. Joseph's.

I am sure that I could do a good job, because I care about people, and I enjoy dealing with many different people. If you wish to call me, my telephone number is 587-2211.

Very Truly Yours,

Bernice Olguin

High School - 7c

P. O. Box 12
Rodarte, New Mexico
April 2, 1974

Mr. James T. Smith
Personal Director
4032 Franklin Blvd.
Clevland, Ohio 44231

Dear Sirs:

I would like to apply for a summer job at the hospital as a nurse aide, for the months of June, July, and August while school is out. I've had about 8 months of nurse training. If you would like to check references, I've worked at the Holy Cross Hospital in Taos, and also at the St. Vincents Hospital in Santa Fe.

Please let me know if there are any openings available.

Thank you.

Very Truly Yours,

Dolora Sanchez

P. O. Box 613
Chamisal, New Mexico
April 4, 1974

Bales Construction Company
5071 Avenue Street
Albuquerque, New Mexico 84567

Gentlemen:

Today's Albuquerque Journal lists your Want Ad for a brick layer. I am 28 years old and I would like to apply for the job. I have 6 years experience working with the Los Alamos Brick Laying Company.

I would like to have an interview with you whenever it is convenient for you. You can reach me at 1-505-587-2592.

Respectfully Yours,

Manuel Pacheco

P. O. Box 10
Penasco, New Mexico
April 4, 1974

State Capitol Building
Santa Fe, New Mexico

Gentlemen:

I am writing to you to apply for a job as a secretary that you advertised in yesterday's Journal. Here are my qualifications:

I am 19 years old and a graduate of Penasco High School. I type 38 words per minute, 36 in 5 minutes, and 37 words in 3 minutes. I also know some shorthand.

I have been looking forward to having a secretarial job. I know I can do a good job if you decide to give me the job.

Thank You.

Sincerely,

Miss Darlene Romero

High School - 7f

P. O. Box 37
Vadito, New Mexico
April 14, 1974

White Auto Store
State Road 75
Penasco, New Mexico 87553

Gentlemen:

I read the New Mexican Newspaper Ad yesterday, and I wish to apply for the job that you are offering. I have worked at other stores handeling furniture and moving things around and I have been a cashier. I have taken two and a half years of math so I think I can handle the money end of being a cashier. I await your answer. If you wish to interview me, you may call me at this No. 862-722.

Thank You.

Very Truly Yours,

Alfonso Valdez

High School - 7g

OBSERVATION: The students are learning the following concepts:

Decision Making

Exploration to recognize that occupational choice decisions related to personal value, to recognize decisions in accordance with new information about tentative career choices, to analyze influence of others on career choices and to gather occupational and personal assessements data.

Beginning Competency

Exploration to initate proficiencies in problem solving, communication, mathematics, safety, physical skills, as applicabl to selected career areas; identification of information common to career areas and entry level capabilities.

Educational Awareness

Exploration of learning as it applies to use of time throughout life, of educational preparation for career in different form of accepting simulation as a means of learning job skills, and of tentative job choice.

PENCEP
CAREER EDUCATION

Rosina Lopez Field Trip Socorro Date 3-12-74

Dr. Ed Clark - Geometry, 11th grade

On March 8, Dr. Clark, Patsy, Lucille, Irene, Veronica, Elena, Clyde, Carlos, Harold and I left for Socorro to take mini-courses. We left school premises at about 7:00 Friday morning. At around 9:00 or 10:00 we arrived at Albuquerque to eat breakfast. After that we left for Socorro. By 12:30 we were there. We registered and were assigned rooms. Patsy, Lucille, Irene, and I were in Driscoll, the rest were in South except Mr. Clark. He was in a nice place out in town.

At first, I have to admit, I was a little home sick but I got over it. At 1:20 we were to meet for Orientation at the Wells Hall. We were lost and didn't make it. In fact we were late for class. We discussed computer operations. At 5:00 we went for dinner. Later on we went to our dorms to freshen up. At around 8:00 or earlier Jose came for us to go to a movie "The Life & Times of Judge Roy Bean." When we were on our way to the theater Jose took us to the "Mustard Seed." After the movie was done we went back to the dorms but we were locked out. A man really got us scared! We got in though.

On Saturday we went to breakfast. Yummy! We went to class and discussed memory bank, input/output of computers, etc. 12:00 came and (oh, boy!) lunch. We all joined for a small meeting after lunch. Irene and I wanted to take the rest to see the "Mustard Seed," but they didn't want to! Instead we went crazy looking for a "small rock museum." That was really interesting. Rocks found in New Mexico and others! Late for class again! Shame, Shame! That afternoon we were allowed to go to computer room and try them out! Mine was perfect! No mistakes at all! We dined after that

short 3 hour class. That night we went to mass. The church was beautiful! Finally we got to get the others to visit the "Mustard Seed." They really liked it. We stayed there quite a while. Carlos played the quitar for us. Later Dr. Clark went to computer room to finish out his problem. We (the rest) were invited to Jose's place. It was better than going to the party at the girls dorms. We talked over at his place. Met a few kids and really had fun. Sunday came and ugh! How terrible it was. It was snowy! slusshy! and ugh! terrible. And the day we were to depart came. We didn't attend any classes or orientations (wrap-up session). As much as I hate to admit but I hated coming back. (Mostly in slippers). We left Socorro and went to see Wildlife Resorts. It was fun but . . . . . you know!

Thanks alot and keep that secret! I hope to go again next year if the opportunity is still on. Read only what you feel won't embarrass me, okay?

PENCEP
CAREER EDUCATION

Harold Brito Singer Unit Plumbing & Pipefitting Date 5-2-74

Dr. Ed Clark - Career Science 11th grade

Student Report

At the PENCEP Center I worked on a project on pipefitting. It took me three periods to do the project.

At first I didn't know what to do. Soon I became acquainted with the tools and the work got easier. One thing that kept happening was that I kept spilling the threading oil. After I had done that I had to build a square with t's, nipples, and elbows. Then I disassembled it. I had to build two more squares but I didn't have enough time to make them.

I enjoyed going there and I hope to go there again. One of the things I would like to do is the basic tools project. It seems like fun and I know how to use most of those tools.

PENCEP
CAREER EDUCATION

Evangeline Gonzales Singer Units Medical Services Date 5-2-74

Dr. Ed Clark - Career Science 11th Grade

Student Report

At the Career Room, we had a choice of our own. I took the one on medicine. It was a very interesting one. I had to wrap a bandage on an arm. It was sort of hard, but after I tried it twice it became much easier. The second day we went I had to take my pulse, my respiratory and my temperature. I don't remember what they were but they were average. The third day I had to test the urine. I had to find out if it was light, medium, dark or negative. After that I had to clean my working area with lysol.

Miss Ida Martinez asked us if we had enjoyed it. I told her that it was interesting and we should go again to try out the rest of the materials that are there.

PENCEP
CAREER EDUCATION

Elaine Gonzales Singer Unit Basic Tools Date 5-2-74

Dr. Ed Clark - Career Science 10th grade

Student Report

On March 11, 1974, Dr. Clark sent Vangie, Dolores, Harold and I to the Careers Room, Miss Ida Martinez was there to meet us. First she showed us the stations and the things we would make if we chose them. Then she showed us the machine where the film is seen and the voice heard. After that each of us were to pick the station we wanted to work with. I picked the station that showed how to make a ring. I had to put on some goggles and an apron to avoid the flying pieces of metal. Af first I thought it was going to be easy, and that I would finish in a flash, but when I got started and had to use the saw and driller, it was another story. I worked hard on that piece of metal and tried to make it look like a ring as much as possible. Unfortunately when I got finished it looked funny, but I was still proud of what I had done and I got a chance to use those big tools. It took me about three days to finish it.

PENCEP
CAREER EDUCATION

Dolores Romero Singer Unit Needle Trades & Medical Services Date 5-3-74

Dr. Ed Clark - Career Science 12th grade

Student Report

My experience in Career Ed was quite interesting. The time I went with Dr. Clark's class, I worked on sewing. But I thought it was quite boring, cause it all was a review. I knew all there was to know about sewing. Then now I'm going with the Senior's and I am working with Medicine and I find that it is very interesting. I learned how to take temperatures, pulse, and respiratory. Also how to determine that urine specimen. After we finished we had to clean everything with lysol. I learned that in the world of medicine, everything must be clean and sterile.

In the Media Center, I observed two films, one on Secretarial Work, and one on Fashion Merchandising. Both of which I'm interested and have not made my mind on what to go to school for. I think that both Career Ed and the Media Center is most helpful to us student's in choosing our careers. And I hope that these things keep on at our school so it'll be helpful to other students.

PENCEP
CAREER EDUCATION

Dolores Romero Career Goal Psychiatrist Date 1-30-74

Dr. Ed Lark - Career Science, 12th grade

Self-Awareness

My feelings I have about myself is that I'm not too bright, but I could be if I really did set my mind into doing it. I could be the brightest girl in Penasco High. The trouble with me, I guess is that I'm a little to lazy. More than what I should be.

One of my most inter-thoughts is psychology. I often wonder why people act the way they do, or their personalities, they change. It's really strange to me. What I'd like to do is take a survey on people and then maybe I could find my answers. The kind of people I'd like to talk with are teen-agers, because I'd try to understand them and they'd probably be more help to me. We're in that stage, where we're beginning to live and finding answers.

But again, it all comes in with psychology. I'd sincerely like to do this. By doing it I could find my values and motivations.

Educational-Awareness

The skills I have in dealing with the survey I'd like to take are, I have patients and I could talk with people and ask them questions. I don't think I could do it all by myself, but with the help I get from home, church and at school. I could do a fairly good job on my survey, the rest I'm well capable of finding out all I want to know.

Career-Awareness

I'd like to have a career on Human Behavior (Teen-agers). I'd like to be a psychiatrict. Why? I'm a good listerner, and I'm sure I could help the people that would come to me. By talking to the people I'd learn something new. The more I know about Human Behavior, the better off I

be. I also like being around people. I'd want to become a psychiatrist more than anything else in the whole world.

As far as the pay goes, as long as I'd survive. I'd be happy. Also I don't think it would come between my own individual life. It's just something I'd very much like to do.

Summary

Being a psychiatrist is one of my ambitions. The reason is I like working with people (teen-agers). While I'm helping them I'd be learning from them at the same time.

All that I wrote on my paper are thoughts about it. Maybe someday I'll get to do it. I also know I could if I really did set my mind on doing it.

PENCEP
CAREER EDUCATION

Harold Brito Career Goal Philosophical View Date 1-30-74

Dr. Ed Clark - Career Science, 11th Grade

Student Report

When we are young we try to find ourselves. Some of us succeed and some of us don't . We play many roles in life.

Your goals help shape your life your moral standards also help. Science has found answers which help shape the course of ones future.

The final decision on what career you choose and your relations with other people is yours only. The years for this decision are about two years before finishing high school and a few years after. The generation and communication gaps can be closed by knowing oneself and others.

There are three major behavioral sciences: anthropology, sociology, and phychology. Culture is the key to anthropology. Culture is the standard set by the society.

Sociology studies the behavior of man in groups and the rules that govern him in this group.

Psychology is the study of mental health. These sciences overlap and form different fields such as social anthropology.

There are four types of behavior: involuntary, instinctive, emotional and intelligent.

Man can use his brain to cope with his emotional and environment.

The family is the basic unit of society. In the extended family everyone does his job for the good of all. In a nuclear family it is very easy for the family to be broken. It is dependent on love and affection.

Man's new inventions call for adjustments. Scientists have developed tests to see what characteristics some people have that will help them. Feelings about yourself help shape your behavior.

What do I think of myself and what can I do? I think that I am about an average student and if I try hard enough I can do well in the career I choose. I don't mind getting dirty doing something I like. I put a lot of effort into what I like to do. If I have to do something I don't like I still put some effort into it. When I have to do something I don't want to do I do it anyway. I think that I could be depended on to do a job. I am not good at speaking to a group but if necessary I can learn this skill.

If I really want to learn a career I feel confident that I could like all aspects of the work.